In vernacular schools, the existing method of instruction should be continued up to class IV. In classes V to VII, practical training in one or two technical subjects such as carpentry, smithery, masonry and in one or two cottage industries, according to local conditions, such as basket making, mat weaving, rattan works should be given. The same subjects should be taught in the Preparatory Class and Forms I to III in English schools as well. Pupils passing out of class VII in vernacular schools and wishing to continue their studies in English Schools should be admitted in Form IV and the curricula of studies in English and vernacular schools should be modified so as to facilitate that. In Forms IV to VI, drawing, painting, dyeing, coir weaving, mechanism relating to ordinary machines, etc., should be taught. But pupils with no taste in technical subjects but only in literary ones should be exempted from studying them. After passing the School Final Class, pupils who had taken up industrial and technical subjects should be given training for a period of two years in ivory works, silk industry, high class carving, painting, soap making, scent manufacture, printing, film production, book-keeping, shorthand, survey, navigation, scientific agriculture, etc. If education was shaped on the above lines, there would be less of unemployment in the State and the parents also would not be put to unnecessary loss on account of education of their children. If necessary, one or two technical colleges might be opened in the State and grants awarded to private industrial schools

DEWAN'S REPLY: Mr. Varghese Mappillai, your representation shows that you have given some earnest thought to this question of educational reform. I am very glad to note that in your representation there are several practical suggestions for improvement. I may tell you that Government will carefully consider these suggestions and make use of them.

50. Educational Reforms.

MR. K. M. MATHAI (*Pattanamtitta Taluk*) expressed the sense of loyalty and the gratification of the people of his taluk appointing a second time a Travancorean as Dewan.

Passing on to his subject, he said that the need for makin system of education more suited to local conditions and modern ments had already been brought to the notice of the Governm existing system of education was purely literary and was use producing teachers and clerks. It was first introduced India Company and was unsuited to modern requirements. made the following suggestions for improving that syste

(1) Some scheme should be evolved to give pra to pupils in agriculture, commerce, banking, *chitties* according to the "project method" of teaching. knowledge without practical training was of no avail.

(2) The curricula of studies should be revised so as to include the above subjects; and if necessary, some subjects from the existing curricula should be eliminated.

LIBRARY ARCHIVES Kerala Legislative Assembly

(3) The Text Book Committee should be reconstituted so as to give greater representation to teachers, as they would be the best judges in selecting books for the several standards.

(4) Greater importance should be given to the teaching of hygiene in schools. Without proper physical development, mental development was useless.

(5) The ever-increasing expenditure on education should be controlled. An appreciable amount of expenditure could be saved if primary schools for boys and girls and English and vernacular middle schools were amalgamated.

(6) All subjects should be taught in Malayalam at least in English schools up to From VI, if not in colleges also.

(7) Sanskrit should be taught as a compulsory subject in all vernacular schools. For a proper study of the Malayalam language, a knowledge of Sanskrit was indispensable.

(8) The revision of pay of vernacular school teachers newly sanctioned was not satisfactory. Under the revised scheme, many untrained teachers were eligible only for a less pay than trained teachers, although in service and general qualifications they were senior to the latter. The fact that they were not taken up for training was not their fault. It would be very hard if they were therefore made junior to others who were now eligible for a higher pay. The delay in giving effect to the revision was great.

(9) Graduate teachers newly appointed in vernacular schools should not be ranked above other teachers having experience and service. In giving promotions also, the claims of the latter should not be ignored.

(10) Prominence should be given to the teaching of agriculture in schools and agricultural demonstration farms should be opened djacent to vernacular middle schools with a view to impart practicial ning.

(11) There was a decline in the number of night schools. The nment should take steps to increase their number and make them ful to the labouring and depressed classes.

The Provident Fund Scheme should be made compulsory in nder private management.

'S REPLY: Mr. Mathai, നിങ്ങളും നിങ്ങൾക്കു മു
ച്ച മാവേലിക്കര മെമ്പറും മഹാറാണിറീജൻറു തിരുമന
റാരാജാവു തിരുമനസ്സിലേ നേക്കും പ്രദർശിപ്പിച്ചിട്ടുള്ള
ംനോക്കി ആ സ്ഥാനങ്ങളിൽ സന്തോഷപൂർവ്വം അറി

ഭ്യാസത്തെപ്പററി നിങ്ങൾ പറഞ്ഞിട്ടുള്ള അനേകം വിഷ
ന്ന രണ്ടു സംഗതികൾക്കു മാത്രം ഉത്തരം പറയാം. ഒന്നാ

LIBRARY ARCHIVES Kerala Legislative Assembly

മതായി വിദ്യാർത്ഥികൾക്കു കായികാഭ്യാസം സിദ്ധിക്കുന്നതിനു ഇപ്പോൾ വളരെ സൌകര്യക്കുറവാണെന്നു പറഞ്ഞു. കായികാഭ്യാസത്തിനു ആവശ്യമുള്ള എല്ലാ സൌകര്യങ്ങളും നമ്മുടെ പള്ളിക്കൂടങ്ങളിൽ ഉണ്ടെന്നു പറയാൻ ധൈര്യമില്ല. എങ്കിലും കാലം ചെല്ലുന്തോറും അതിലേക്കുള്ള സൌകര്യവും ക്രമേണയായി വരുന്നതല്ലാതെ കുറഞ്ഞുവരുന്നില്ല എന്നു എല്ലാവരും സമ്മതിക്കുന്നതാണ്. ക്രമാതെയും സമീപകാലത്തു ഗവണ്മെൻറിൽനിന്നും രണ്ടു ബി. എ. ബിരുദധാരികളെ കായികാഭ്യാസപരിശീലനം പഠിപ്പിക്കുന്നതിനുള്ള യോഗ്യത സമ്പാദിക്കാൻ മദ്രാസ് റായപേട്ട വൈ. എം. സി. എ. വക പാഠശാലയിൽ അയച്ചിട്ടുണ്ട്. അവർ ഒരു വർഷത്തെ പരിശീലനം കഴിഞ്ഞുവന്നാൽ അവരെ സൈൻസ് കാളേജിലും ആർട്ടസ് കാളേജിലും Physical Instructors ആയിനിയമിക്കാമെന്നാണു ഗവണ്മെൻറു ഉദ്ദേശിക്കുന്നതു്. അതിൽനിന്നും കായികാഭ്യാസം വിദ്യാർത്ഥികൾക്കു അത്യാവശ്യമാണെന്നു ഗവണ്മെൻറിനു ബോദ്ധ്യമുണ്ടെന്നും അതിലേക്കു കഴിയുന്നതു സൌകര്യങ്ങൾ ചെയ്യുവരികയാണെന്നും മേലും ചെയ്യുന്നതിനു തയ്യാറാണെന്നും ബോദ്ധ്യപ്പെടാവുന്നതാണ്.

പിന്നീടു മലയാളം പ്രൈമറിസ്കൂൾ അദ്ധ്യാപകന്മാരുടെ ശമ്പളക്രമേണതൽ അനുവദിച്ചിട്ടു രണ്ടുവർഷങ്ങളായിട്ടും ഇതുവരെയും ഒന്നും ചെയ്തിട്ടില്ല എന്നു പറഞ്ഞു. അതിനു പ്രത്യേകം ഒരു സ്റ്റാഫ് ഏർപ്പെടുത്തി കഴിയുന്നതുംവേഗത്തിൽ ഓരോപള്ളിക്കൂടത്തിലുമുള്ള അദ്ധ്യാപകന്മാരുടെ സർവീസിനേയും മറ്റും പറ്റിയുള്ള വിവരങ്ങൾ (statistics) വരുത്തി ശമ്പളക്രമേണതലിനെപ്പറ്റി തീർച്ചപ്പെടുത്തിവരികയാണ്. ഇപ്പോൾതന്നെ അനേകം പള്ളിക്കൂടങ്ങളുടെ കാര്യം തീർച്ചയായിട്ടുണ്ട്; ബാക്കിയുള്ള പള്ളിക്കൂടങ്ങളുടെ കാര്യം ഈയാണ്ടു അവസാനത്തിനകം തീർച്ചയാകുമെന്നാണ് ഡിപ്പാർട്ടുമെൻറധ്യക്ഷൻ പറയുന്നതു്.

പിന്നെ നിങ്ങൾ നിശാപാഠശാലകളെപ്പറ്റി പറയുകയുണ്ടായി. ഇതു വാസ്തവമാണ്. ഈ നിശാപാഠശാലകൾ നിന്നുപോകുന്നതിനുള്ള കാരണങ്ങൾ അന്വേഷിച്ചും അവയുടെ മേലാൽ അഭിവൃദ്ധി ഉണ്ടാകത്തക്കവണ്ണമുള്ള മാർഗ്ഗങ്ങൾ നിർദ്ദേശിച്ചും റിപ്പോർട്ടുചെയ്യുന്നതിനു ഡയറക്ടരോടു ആവശ്യപ്പെടാം.

നിങ്ങൾ പറഞ്ഞിട്ടുള്ള മറ്റു സംഗതികളെല്ലാം ഗവണ്മെൻറു ആലോചിക്കുന്നതാണ്.

LIBRARY ARCHIVES Kerala Legislative Assembly

[I shall very gladly convey to Her Highness the Maha Rani Regent and to His Highness the Maha Raja the sentiments of loyalty given expression to by the member for Mavelikara taluk and yourself.

Of the several points relating to education, I shall reply to one or two. Firstly, in regard to physical culture. I cannot certainly claim that our schools have got all the conveniences and appliances necessary for training in physical culture. But the facilities for that purpose are day by day increasing. Further, recently the Government have deputed two graduates to Madras for training in physical culture in the Y. M. C. A. School of Physical Culture, Royapetta. When they return after one year's training, it is proposed to appoint them as Physical Instructors in the Science and Arts Colleges. This shows that the Government are aware of the need for imparting instruction in physical development to pupils and students and that they are affording and are prepared to afford all possible facilities for the purpose.

Then in regard to the increase of pay to vernacular school teachers, a separate staff is working to give practical effect to the reorganisation scheme as early as possible. The staff is collecting statistics regarding the service, pay, etc. of the teachers in every school with a view to fix their initial pay after revision. Many schools have been finished and the Director expects that the remaining schools will also be finished before the close of the current year.

What you have stated about the decline of night schools is true. The Director will be asked to investigate the causes for their decline and suggest measures for their revival.

The other points will be considered.]

51. Women's Education.

MR. P.K. MATTHEW (*Kunnatnad taluk, Group II*) said that the subject of his representation was never before discussed in the Sri Mulam Popular Assembly, probably because women had no voice in the Assembly. His first request was therefore that the Assembly Rules should be amended without further delay so as to remove sex disqualification, especially when women in the State had attained a high standard of education and had been given equal rights with men in the public service and in the Legislative Council. It should also be noted that in intelligence public spirit, high ideals and spiritual experience, women were in no way inferior to men and therefore it would be unfair to deny them any rights.

Passing on to the subject of women's education, the member said that, from the nature of the different life led by men and women, the education imparted to women should also be in accordance with this difference and helpful to their future existence. For married women to which category most adult women belonged, the centre of interest was the home, which formed the field for the first training of men and women for future citizenship in the State. The course of instruction now imparted in girls' schools was not suitable for the purpose. Domestic science,

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